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ABSTRACT

This textbook for undergraduates reflects advances in the understanding of effective teaching and learning and is organized around the theme of promoting good information processing. The first part of the book describes the foundations of good thinking, and the second part introduces different theoretical perspectives on the construction of knowledge. The third part of the book examines classroom context, and the last part identifies student characteristics. Each chapter begins with an outline of its content and concludes with a chapter summary to reinforce the material presented. The following chapters are included: (1) "An Introduction to Good Thinking and Good Teaching"; (2) "Motivation"; (3) "Representation of Knowledge"; (4) "Strategies and Metacognitive Regulation of Strategies"; (5) "The Role of Knowledge in Thinking"; (6) "Biological Factors Affecting Learning and Development"; (7) "Psychological Theories of Learning and Development"; (8) "Social Interactional Theories of Learning and Development"; (9) "Social Influences in the Classroom"; (10) "Schooling Practices"; (11) "Reading and Writing Instruction"; (12) "Mathematics and Science Instruction"; (13) "Traditional Perspectives on Intelligence and Academic Competence"; (14) "Alternative Assessments of Academic Competence"; (15) "Teacher-Designed Assessments: Traditional and Alternative"; and (16) "Diversity of Learners." (Contains 21 tables, 17 figures, numerous references, and a glossary.) (SLD)

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